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ABSTRACT

The Preschool Parent's Questionnaire (PPQ) was administered, in English and Spanish, to 120 parents (95 Black, 25 Mexican) of preschool children enrolled in child care programs, to ascertain the parents' attitudes regarding four basic issues: (1) parent's relationship to the child care program, (2) parent's attitudes toward teachers, (3) parent's attitudes toward curriculum. (4) role of families in the child's life. Data related to the first issue showed that the majority of black and Mexican parents (91.1% and 87%) felt welcome at the center/school; most Mexican parents had visited the center/school one or more times while black parents had visited the center/school four or more times; the majority of black parents (59.5%) and Mexican parents (86%) had no worries or concerns about their children at school and most parents (Black and Mexican) had attended five or more parent meetings in 1979. Also, while 55% of the Black parents had made suggestions to the center/school staff only 11% of the Mexican parents had ever done so. Data on the second issue showed that most parents (Black and Mexican) preferred teachers who focused on academic achievement; 49.8% of black parents and 68% of Mexican parents thought a teacher should be well liked by children; 47% of Mexican parents feel parents are primarily responsible for the discipline of their children while 50.5% of the Black parents feel that both parents and teachers are responsible; and both groups of parents had favorable attitudes toward men teachers. Data on the third issue showed that when curriculum items which are basic to the preschool program were presented to parents, Black parents felt that each item was more important as a family responsibility than as a school responsibility. Data on the fourth issue showed that 84.1% of the Black parents and 63% of the Mexican parents felt they could effect programmatic changes and that most parents (both Black and Mexican) turned to God for help when they had a problem with a child at home. (MP)

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PRESCHOOL PARENT'S QUESTIONNAIRE: AN ANALYSIS

By

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INTRODUCTION

The Preschool Parent's Questionnaire (PPQ) was developed by the Early Childhood Team of the Part F Program (Early Identification, Detection and Prevention of Mental Health Disorders in Young Children) at Central City Community Mental Health Center located in Los Angeles, California. The purpose of the questionnaire was to ascertain the attitudes of parents of children enrolled in child care programs regarding four basic issues:

1) Parent's relationship to child care programs
2) Parent's attitudes toward teachers
3) Parent's attitudes toward curriculum
4) Role of families in child's life

The questionnaire was administered in English and Spanish to 120 parents of preschool children--95 of whom were Black and 25 of whom were Mexican. Detailed demographical data regarding these respondents may be found in section VI.

The analysis of the questionnaire data was completed by the Principal Investigator through collaboration with the Early Childhood Team, Part F Program Director, Representatives from each program whose parents participated in completing the questionnaires, participating Parents and through a review of the current research. (See Personal Interviews in "References")

Section II

Parent's Relationship to Child Care Programs

Approximately 93% of the Preschool Parent's Questionnaires were administered to Head Start parents because of the Early

Childhood Team's affiliation with Head Start Agencies. The remaining 7% were administered to day care programs and two (2) private preschool programs. It was encouraging to note that parents did distinguish between preschool and day care and correctly identified Head Start as a preschool program. (See Table I)

TABLE I

TYPE OF PROGRAM CHILD IS CURRENTLY ENROLLED IN

Program Type	% Black	% Mexican
Day-Care	20.0%	43.0%
Preschool	62.5%	39.0%
Other: day-care & preschool, extended day, head start	13.5%	3.5%
NA	4.0%	1.1%

One of the most unique and significant features of the Head Start program is its Parent Involvement Component. Parent Involvement as a conceptualization did not begin anew with Head Start but rather was revitalized and implemented as a reality based concept. It, in fact, served as the cornerstone of planning for the national Head Start program (Honig, 1975). Thus, local Head Start programs believe in and strongly support this concept. According to Ms. Joyce Stewart, a Socail Service Representative for Delta Sigma Theta Head Start Agency, "There's only so much we can do in four

hours. Without the cooperation of the parent at home we are fighting a losing battle." Many techniques and approaches are utilized to make parents feel they are a significant part of the total program and obviously many of these efforts have been met with a measure of success. According to the questionnaire data 91.1% of Black respondents and 87% of Mexican respondents felt welcome at the center/school. (See Table II)

TABLE II

DID YOU FEEL WELCOME AT THE CENTER/SCHOOL?

Feel Welcome	% Black	% Mexican
Yes	91.1%	87.0%
No	7.3%	4.0%
Other: yes and no	1.8%	0.0
DK	1.8%	0.0
NA	3.4%	1.1%

Based on the fact that the majority of Black and Mexican parents (91.1% and 87% respectively) felt welcome at the center/school, it was anticipated by the Investigators that the frequency of visits to the center/school for periods of thirty minutes or more would be high. However, when questioned about the number of times they had visited the center/school for more than thirty

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minutes it was found that most Mexican parents had visited one or more times and most Black parents had visited four or more times. (See Table III)

TABLE III

TIMES VISITED SCHOOL/CENTER THIS YEAR
FOR MORE THAN THIRTY MINUTES

Times Visited	% Black	% Mexican
None	9.0%	14.0%
One	8.8%	29.0%
Two	8.8%	18.0%
Three	8.0%	4.0%
Four or more	43.5%	21.0%
DK/NA	21.0%	14.0%

Mrs. Ardell Williams, Child Development Supervisor and Trainer for Frederick Douglass Head Start Agency, felt that figures in Table III were low because parents sometimes fail to recognize their presence at the center/school as a visit unless a formal appointment has been made with the teacher. Thus, many parents who visit the classroom regularly for long periods of time might not have recorded them as such when completing the questionnaire. It was generally felt by the Parent Involvement Coordinators that parent participation was higher than indicated on the completed questionnaires.

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With respect to worries or concerns about their children in the center/school, the majority of Black parents(59.5%) had none but an appreciative number (34.3%) did express feelings of worry or concern. The majority (86%) of Mexican parents had no worries. (See Table IV)

TABLE IV

DO YOU HAVE WORRIES OR CONCERNS ABOUT YOUR CHILD AT SCHOOL?

Worries or concerns	% Black	% Mexican
Yes	34.3%	7.0%
No	59.5%	86.0%
Sometimes	1.8%	0.0
DK/NA	5.2%	7.0%

These data could be indicative of the fact that Black parents are beginning to scrutinize more closely what happens in programs designed for their children. Ms. Davies, Parent Involvement Coordinator for the Urban League Head Start Agency, reports that parents have been exposed to workshops, seminars, classes, conference, rap sessions, etc. and as a result have become more aware of what should be a part of the center/school program. They are beginning to ask questions and according to Ms. Davies, this is a good and healthy process. Ms. Maria Aguilar, a Mexican and Parent Involvement representative for Delta Sigma Theta Head Start Agency states, "Mexican parents generally tend not to be

concerned about the program per se but rather concerned about the child's obedience to the teacher and whether s/he was able to learn the lesson being taught." This response tends to support the feelings of several Parent Involvement Coordinators. They feel that because of their culture, Mexican parents are more respectful of school and authority. They essentially believe that teachers are the experts and, thus, should not be questioned. This, of course, then accounts for the lack of concern or worry about their children at center/school. However, it should be noted that Ms. Aguilar reported there is a small group of Mexican parents who are beginning to question the program and "speak up." They are beginning to feel more comfortable expressing themselves when they feel something is wrong. Ira Gordon (1969) and others have conceptualized parents' possible involvement in early education at several different levels. One of these levels described for parents is that of an "active advocate" for their children. From the questionnaire data and interviews, an emerging group of parents can be identified to fulfill this role. Our hope is that it continues to grow and broaden its spectrum for all parents.

Most parents (Black and Mexican) had attended five or more parent meetings this year. These meetings are usually held once a month. (See Table V)

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TABLE V

NUMBER OF PARENT MEETINGS ATTENDED THIS YEAR

Parent Meetings	% Black	% Mexican
None	14.1%	4.0%
One	7.9%	8.0%
Two	9.9%	8.0%
Three	12.6%	8.0%
Four	12.9%	12.0%
Five or more	40.2%	56.0%
DK/NA	3.6%	8.0%

Forty-two per cent of the Black parents indicated they would prefer meeting twice rather than once a month. This could reflect an increasing interest in center/school related matters. Parent Involvement Coordinators were generally encouraged by these data and felt that parents did recognize value in parent meetings. (See Table VI)

TABLE VI

HOW OFTEN SHOULD PARENT MEETINGS BE HELD?

Frequency of meetings	% Black	% Mexican
Once a month	49.7%	65.0%
Twice a month	42.6%	15.0%
Three times a month	4.0%	8.0%
Four times a month	0.0%	8.0%
More than four times a month	0.0%	0.0%
Other: whenever needed	1.8%	0.0%
DK/NA	5.5%	8.0%

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Suggestions to the center/school staff were impressingly high for Black parents (55%). The data suggest that parents are not only visiting and observing classroom procedures but are also sharing alternatives with the center/school staff. This finding is supportive of Ira Gordon's concept of the "active advocate" role for parents with respect to their involvement in the program. (See Table VII)

TABLE VII

EVER MADE SUGGESTIONS TO THE CENTER/ SCHOOL STAFF?

Suggestions	% Black	% Mexican
Yes	55.0%	11.0%
No	42.5%	86.0%
NA	2.5%	4.0%

The response of the Mexican parents in Table VII appears consistent with the response in Table IV. Their culture seems to dictate that "teacher knows best." However, Ms. Aguilar states that other reasons such as the language barrier should not be discounted. In some instances, Mexican parents are unable to communicate with the teachers even though one of the teachers may be bilingual. Ms. Aguilar says that persons raised in America speak spanish which is different from persons raised in Mexico, South and Central America. Thus, many times there may be a communication break-down between parent and teacher. In addition, those

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Mexican parents who are learning to speak English are often times reluctant to use it in the classroom for fear of making a mistake when speaking. The Investigator has found the latter to be true in several instances.

Section III

Parent's Attitudes toward Teachers

Four teachers, each with different teaching styles, were presented to the respondents. The respondents were then asked to identify the teacher(s) they would most like to have as teachers for their children. The data indicated that all teaching styles were viewed as desirable by the parents. However, a slight majority of Black and Mexican parents preferred Teacher #2 whose focus is on academics. Teacher #4 was equally preferred by Mexican parents but received the lowest rating for Black parents. (See Table VIII) It was not surprising to find that most parents, Black and Mexican, preferred Teacher #2 whose focus was primarily academics. Parents are very interested and concerned with their children succeeding in the school system. They fully realize that in order for children to succeed they must possess certain basic skills such as the ability to read, write and work mathematical problems. Notwithstanding the general preference by both, Black and Mexican parents, for teacher #2, there was a significant difference in their preference for teacher #4. According to

TABLE VIII

TEACHER TYPES PREFERRED BY RESPONDENTS

Teacher type	% Black	% Mexican
Teacher #1 is most concerned with maintaining discipline, seeing that students work hard, and teaching them to follow directions	52.0%	65%
Teacher #2 feels it's most important that students know their subject matter well, such as ABC's, numbers, etc., cover the material completely and test their progress regularly	55.7%	68%
Teacher #3 stresses making the class interesting and encourages students to be creative and to figure things out for themselves	52.5%	65%
Teacher #4 thinks it's most important that a teacher be friendly and well liked by children and be able to handle their problems	49.8%	68%

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Ms. Aguilar, "Mexican parents prefer teacher #4 because they want the child to feel very comfortable in school. In order to do this, the child must be able to refer anything to the teacher that s/he can't handle or understand and the teacher should be able to handle all their problems." The data derived from tables in sections 1 and 3 indicate that teacher #4 would be the least preferred by Black parents.

A high degree of awareness relative to "who is responsible for disciplining the disobedient child" is exhibited by Black parents in Table IX. Four response categories (teacher, parent, administrator and other) were presented to parents. They were asked to identify the person responsible for handling the child if s/he disobeyed the teacher. 50.5% of the Black parents responded by adding a fifth response category which was "parent and teacher." This represents the parent's realization of the significance of their input in disciplining their children and expresses their desire to work cooperatively with teachers. Forty-seven per cent of Mexican respondents feel parents are primarily responsible for the discipline of their children. According to Ms. Aguilar, this response is consistent with the cultural aspects of the Mexican community. (See Table IX)

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TABLE IX

WHO SHOULD HANDLE THE CHILD IF HE DISOBEYS THE TEACHER?

Person responsible	% Black	% Mexican
Teacher	25.5%	41.0%
Parent	19.0%	47.0%
Teacher and Parent	50.5%	0.0
Administrator	1.8%	4.0%
Other	4.0%	0.0%
NA	0.0	10.0%

Attitudes toward men teachers were generally favorable for Black and Mexican parents. However, the reason for the general acceptance of male teachers was not clearly ascertainable. When identifiable characteristics were assigned to a specific gender in order to offer possible explanations as to why one gender would be preferred as a teacher rather than the other as in items #1 and #4, there was not a consensus of agreement. There was a split among respondents which could infer a degree of awareness among parents relative to the importance of non-sexist education. (See Table X)

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TABLE X

ATTITUDES TOWARD MEN TEACHERS

Men Teachers	% Black		% Mexican	
	Agree	Disagree	Agree	Disagree
1) Sometimes men teachers are best because they are strong and stable.....	26.0%	19.4%	18%	15%
2) I approve of men teachers....	59.0%	5.0%	54%	4%
3) Men teachers teach just as good as women teachers.....	47.4%	3.4%	58%	0
4) Women teachers can soothe children better than men teachers.....	20.5%	28.0%	22%	15%
5) All teachers should be women.....	0.0	46.2%	18%	22%
6) Children respond better to women teachers.....	15.4%	37.6%	15%	11%

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Section IV

Parent's Attitudes toward Curriculum

Curriculum items which are basic to the preschool program were presented to parents. They were asked to identify how important each item was as responsibility for the family and for the center/school. In every instance, Black parents felt that each item was more important as a family responsibility than a school responsibility. (See Table XI) The questionnaire data strongly suggest that parents see themselves as the primary educators of their children. The Head Start Performance Standards (1968) which are established by the Department of Health, Education and Welfare, Administration for Children, Youth and Families recognize this belief and has established it as a primary objective for the educational development of parents in the program. On the local level, it is believed by the Investigator and Parent Involvement Coordinators that this belief must be tempered with skills and knowledge if it is to become truly operational.

The Parent Involvement Component as it currently exists in Head Start programs has brought parents to a level of awareness tantamount to that of the "active advocate." The Investigator feels, however, that it is necessary for parents to strive for a higher level of achievement in which advocacy is synthesized into "Actualized Performance." This will, in effect, be the ultimate realization of true advocacy.

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TABLE XI

THINGS IMPORTANT IN CHILD'S UPBRINGING
(FAMILY & SCHOOL)

Important things	% Black		% Mexican	
	Fam.	Sch.	Fam.	Sch.
Teach child how to get along with others	80.3%	54.4%	34.0%	30.0%
Discipline and control	78.8%	50.0%	63.0%	41.0%
Teach moral education (right from wrong)	79.2%	52.0%	50.0%	43.0%
Learn how to communicate with others	71.7%	64.4%	30.0%	31.0%
Prepare for public school	63.4%	62.0%	45.0%	44.0%
Teach child how to share	66.0%	50.0%	29.0%	38.0%

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The Early Childhood Team of the Part F Program has recognized this need and in responde has developed a model (See Introduction) wherein the "Actualized Performance" level can be realized.

Section V

Role of Families in Child's Life

Based on the data from Table XII, 84.1% of the Black parents and 63% of Mexican parents felt they could effectuate programmatic changes. This high degree of parent efficacy could be attributed to the local implementation of the Federal Regulations I-30 (Role of Parents, 1968). I-30 (Role of Parents) mandates that parents be active participants in the decision making process at all levels of programmatic concern. Parents must concur with major program changes, submittal of grant applications, hiring and firing of staff, etc. (See Table XII)

TABLE XII

PARENT EFFICACY: HOW MUCH DO YOU THINK YOU COULD DO TO BRING ABOUT A CHANGE?

What could be done	% Black	% Mexican
A great deal	44.0%	34.0%
Something	31.3%	6.0%
A little	8.8%	23.0%
Nothing	2.5%	6.0%
DK	10.0%	34.0%
NA	9.1%	0.0

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With respect to the degree of influence persons or things have on children, it was the feeling of the respondents that parents (78.7%), teachers (57.6%) and TV (50.1%) rated as "significant others" in their children's lives. (See Table XIII)

TABLE XIII

DEGREE OF INFLUENCE PERSONS OR THINGS HAVE ON THE CHILD

Persons/Things	% Black
Friends	36.0%
Teachers	57.6%
Parents	78.7%
Minis/Priest	17.2%
Books	29.3%
TV	50.1%
Radio	25.6%
Relatives	35.0%

According to research studies (Clark & Clark 1958; Pettigrew 1964; and Brown 1966) Black children have a tremendous amount of difficulty developing a positive view of self which is necessary to become a fully functioning and productive person. They further maintain that self-concept is largely determined by interactions between the child and the most "significant others' in the child's world--in this instance, parents, teachers and TV. This being true, it becomes crucial that parents and teachers closely scrutinize programming presented to children in the classroom and on TV. Data from Mexican respondents for Table XIII was unavailable at the time of this report.

The traditional religious roots of the Black culture are manifested in Table XIV which indicates whom respondents turn to for help when there is a problem with the child at home. Over half of the Black respondents (52%) indicated "God", 43.5% indicated "Self" and 34% indicated "Relative." It is interesting to note that the traditional intermediary (Minister/Priest) between God and the Layman ranked low at 16%. The fact that 34% of the respondents turn to relatives as opposed to seeking "outside assistance" indicated the extended family concept is intact. Further, the data indicates there is a high degree of independence among families in dealing with problems regarding children at home. A similar pattern held true for Mexican respondents in that the majority (41%) turned to "God" for help and the traditional intermediary (Minister/Priest) ranked low at 6%. The fact that only 13% rely on "Self" and only 3% rely on "Relatives" suggest that outside assistance is often sought by Mexican parents when there is a problem with the child at home. (See Table XIV)

TABLE XIV

PERSONS RESPONDENTS TURN TO FOR HELP WHEN THERE IS A PROBLEM WITH THE CHILD AT HOME

Person turned to for help	% Black	% Mexican
Teacher	21.5%	26.0%
Friend	22.0%	3.0%
God	52.0%	41.0%
Relative	34.0%	3.0%
Neighbor	3.4%	3.0%
Self	43.5%	13.0%
Minister/Priest	16.0%	6.0%
Professional	22.9%	6.0%
Other: Grandparents, Godparents, Parents	7.5%	0.0
NA	3.6%	6.0%

Several statements regarding families were presented to respondents. They were asked to identify those statements which were very important and least important. (See Table XV--only the "very important" response category is recorded)

TABLE XV

ATTITUDES CONCERNING FAMILIES

Family Statements	% Black	% Mexican
The family should have a nice home where you can entertain friends	14.9%	5.0%
The family should have a home where members can do interesting things together	49.9%	18.0%
The family should have healthy and happy children	75.4%	54.0%
The family should have a home where you can have as much privacy as you want	33.7%	30.0%
The family should not have to worry about money matters	20.4%	15.0%
The...a home in which to lead your own life	33.2%	32.0%
The...where all members accept responsibility	68.4%	32.0%
The...respected in the community	26.3%	32.0%
The...family members feel they belong	78.0%	55.0%
The...family members may have pets	14.6%	0.0

There have been numerous studies conducted which suggest basic needs such as food, clothing and shelter formulate the

foundation of a hierarchy of needs (Maslow, 1968a). Dr. F. Hsu (1973b) and other researchers have asserted that "affect" must also be added to this basic list of needs. According to Maslow and Hsu, these basic needs (food, clothing, shelter, affect) must be fulfilled prior to the attainment of other hierarchical needs such as leisure, entertainment and pets. The questionnaire data in Table XV is consistent with these past studies.

Section VI

Demographics

In comparing the marital status of the Black respondents with that of the Mexican respondents several significant differences appear. For instance, Mexican respondents had no incidents of divorce reported. They, however, apparently had a significant frequency of marital dissatisfaction in that 31% were separated. On the other hand, 12.8% of the Black respondents were divorced. Marital dissatisfaction culminating into separation among Black respondents was 18.8%.

Although the Mexican respondents reported no incident of divorce, their percentage of separation along total 31%. The percentage of divorce and separation among the Black respondents totaled 31.6%

The above data suggest that the Black respondents divorced more readily in situations of marital dissatisfaction. This may

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be attributed to the fact that the Black respondents have greater feelings of self determination vis-a-vis the "Church" as opposed to the dictates of Catholicism on the lives of the Mexican respondents.

This becomes more evident when we compare the percentage of single parent families (never married) among the two groups. 27.8% of the Black respondents had never married, while none of the Mexican respondents were single family parents (never married). (See Table XVI)

TABLE XVI

MARITAL STATUS

Status	% Black	% Mexican
Married	33.5%	66%
Never married	27.8%	0
Divorced	12.7%	0
Separated	18.8%	31%
Widowed	1.8%	1%
Common Law	10.9%	0
NA	1.8%	0

Forty-one percent of the Black respondents were between the ages of 16 - 25 years as opposed to 24% of the Mexican respondents. This suggests that the percentage of young parents enrolled in the program is greater for Blacks. However, the data indicate that parents from all age groups are represented in the Head Start

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Program. (See Table XVII)

TABLE XVII

AGE OF RESPONDENTS

Age	% Black	% Mexican
10-15 years	0	0
16-20 years	6%	4%
21-25 years	35%	20%
26-30 years	32%	50%
31-35 years	26%	12%
36-39 years	9%	12%
40 years and over	3%	4%
NA	1%	8%

The majority of the respondents, Black (75%) and Mexican (59%), were females. This suggests that female caregivers provide the majority of service for children. (See Table XVIII)

TABLE XVIII

SEX OF RESPONDENTS

Sex	% Black	% Mexican
Male	5.2%	0
Female	75.0%	59.0%
Male and female	5.0%	4.0%
NA	16.0%	38.0%

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The majority (85%) of Mexican parents indicated that they speak Spanish only at home while the number of parents who spoke the dominant language (English) and Spanish in the home was limited to 7%. This suggests a strong cultural tie to Spanish. (See Table XIX)

TABLE XIX

LANGUAGE SPOKEN IN THE HOME

Language	% Black	% Mexican
English	86%	7%
Spanish	0	85%
English and Spanish	6%	7%
Other: English and Arabic or Sign	11%	0
NA	0	4%

It is generally felt that the residential characteristics of Head Start parents may be described as transient in nature. This, of course, could result in a lack of stability and bonding that are necessary for a positive and enhancing environment. However, it was found that the majority of Black parents (76%) and Mexican parents (78%) had lived at their current address for two years or more. This data strongly suggest, contrary to popular belief, a significant degree of stability among respondents which could be sufficient for a positive and enhancing environment. A few words of caution may be appropriate at this point. In an attempt to effectuate a positive and

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enhancing environment through residential stability, an equal relevancy ratio should be assigned to the quality of the environmental setting. This is important because stability in a stagnant environment may also be detrimental to the developmental growth of the child. (See Table XX)

TABLE XX

LENGTH OF RESIDENCY AT CURRENT ADDRESS

Length of Time	% Black	% Mexican
Less than one year	21%	12%
One year	10%	15%
Two years	23%	19%
Three years	9%	8%
Four years	7%	12%
Five years	7%	8%
Six years	7%	8%
Seven years or more	20%	23%
NA	2%	0

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SUMMARY

The crucially important interrelationship of parental involvement with the total development of the child has been insufficiently taken into account by developers of intervention programs for very young children from lower socio-economic families. Current research, however, documents that the involvement of the child's family as an "active participant" is critical to the success of any intervention program. This indicates that the family is the most effective and economical system for fostering and sustaining the development of the child.

In past years, parents have not evidenced knowledge of the significant role they play in their children's lives and, as a result, frequently yielded this role to the school system. The Preschool Parent's Questionnaire indicated that this attitude and phenomenon is no longer operative. Parents perceive themselves as being the primary educators of their children and rather than yield their responsibility have expressed a strong desire to work cooperatively with the professional community.

Parent Involvement must be developed into a meaningful vehicle for the realization of the parent's role as the primary educator of their children. In its present mode, parent involvement has brought parents to a level of awareness which

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is tantamount to that of an "active advocate." However, the Investigator feels that it is necessary for parents to strive for a higher level of achievement in which this advocacy is synthesized into "Actualized Performance." Through the Parent Involvement Component, parents must be equipped with the necessary skills and knowledge to make their belief of themselves as primary educators of their children truly operative.

The Early Childhood Team of the Part F Program has recognized this need and in response has developed a model wherein the "Actualized Performance" level can be realized. Through this model, parent involvement has been expanded from a center-based to a home-based concept where the total home environment becomes a tool for the development of the child. The effects of this type intervention remain operative long after the family terminates from the program thereby making this model an effective and economical system for fostering and sustaining the development of the child.

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McKinney, F. Assistant Director for the Children's Collective Child Care Program. Los Angeles, California, March, 1979.

Praileau, John. Parent Involvement Coordinator for Frederick Douglass Head Start Agency. Los Angeles, California, March, 1979.

Stewart, Joyce. Social Service Representative for Delta Sigma Theta Head Start Agency. Los Angeles, California, March, 1979.

Williams, Ardell. Child Development Specialist for Frederick Douglass Head Start Agency. Los Angeles, California, March, 1979.